A STUDY OF PERSONALITY TRAITS & LEADERSHIP STYLE (WITH SPECIAL REFERENCE TO NORTH WESTERN RAILWAY ORGANISATION)

SYNOPSIS

Submitted For the award of Ph.D. Degree of

Maharshi Dayanand Saraswati University, Ajmer

In The Faculty Of Commerce

By

AKANKSHA RAJORA

Under Supervision Of

DR. ASHOK KEWAL RAMANI

Department, Buss.Administration

S.P.C. Govt. College Ajmer

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

2016

APPENDIX - IV-A

Format for Outline (Synopsis) of Proposed Research work

(to be supplied in Four copies)

(Reference Ord. 124.11)

1. Nameof Scholar (In English) ---------Ankaha Rajora.
   (In Hindi) ---------अंकाहा राजोरा

2. Title of the Research Work : A Study of personality traits & Leadership style
   (In English) ---------with special reference to NWR railways.
   (In Hindi) ---------NWR रेलवे के संदर्भ में

3. Location
   a. Institution/Department where the work is to be done S.A.C. Government College Ajmer
   b. Geographical area of Investigation, if any. Rajasthan

4. Introduction Importance of Proposed Investigation, Objective.
5. Review (Work already done on the subject of proposed Research Study.)
6. Research Gaps identified in the proposed field of investigation. (Based onthe review)
7. Major Hypothesis, if any
8. Research methodology.
9. List of references cited.

Rajora

Signature of the Candidate with date

23/7/2016

Outline Approved 23/7/2016 (Dr. Ashok Kachhawaha)

Lecturer
Samrat Prithviraj Chauhan
Govt. College, Ajmer

Name and Signature of supervisor with date & seal

APPENDIX - VI

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

Certificate By Supervisor

Certified that :

1. I am willing to guide the research work of Shri/Km./Smt. Akanksha Rajora, on the above subject if he/she is registered for Ph.D. A study of personality traits - leadership style with special reference to NWR - railway organisation
2. To the best of my knowledge, the subject selected has not been studied and is not being studied so far in any University.
3. The subject is of sufficient scope to keep the candidate engaged for two years.
4. The subject will lead to a valuable contribution. I have seen and approved the outline of proposed research work submitted by the candidate.
5. I have 02 (give numbers) Research candidates registered under my supervision and the serial number of this candidate whose application is being forwarded for registration is 02 (give the serial number)
6. The candidate is not in a close relation (the term of close relation is defined in the examination ordinance of the University)

23/7/2016

Lecturer Samrat Prithviraj Chauhan Govt. College, Ajmer

Signature of the Supervisor with date

Certified that the available facilities will be extended to Shri/Km./Smt. Akanksha Rajora. for research work if he/she is registered for Ph.D.

Signature of the Principal/ Director of the Institution with date

उपप्राचार्य राजकीय महाविद्यालय, अजमेर

23/7/2016

Signature of the Head Department with date

Lecturer Samrat Prithviraj Chauhan Govt. College, Ajmer

Certificate

This is to certify that Miss akanksha rajora daughter of Mr. **Indrajeet singh rajora.** has qualified the Course Work of Paper- II & III for Registration for the Ph.D. programme in the Department of Commerce of the M.D.S. University,Ajmer (name of the College/University)

30 April 2016.

23/7/2016

Signature with date ~~Head~~ of the Department

Lecturer.....
Samrat Prithviraj Chauhan
Govt. College, Ajmer

उपाचार्य
राजकीय महाविद्या.लय. अजमेर

INTRODUCTION:

Indian railways is an Indian state owned enterprise, owned and operated by government of India through ministry of railways (Suresh Prabhakar Prabhu).It is founded on 16 April 1853.

It is headquartered at New Delhi. It is world's largest railway network comprising 115000km of track over a route of 67312 km and 7112 stations. In 2014-15, Indian railway carried 8.397 billion passengers annually or more than 23 million passengers a day. In 2014-15, Indian railway had revenues of 1634.50 billion which consists of 1069.27 billion from freight and 402.80 billion from passenger tickets. Railways were first introduced to India in year 1853 from Mumbai to thane . In 1951, the systems were nationalized as one unit , the Indian railways operates both long distance and suburban rail systems on a multi guage network of broad, meter, narrow gauges. Its operations cover 29 states and 7 union territories and also provides limited international services to Nepal , Bangladesh and Pakistan.

Indian railways is divided into zones , which are further sub divided into divisions, each having a divisional headquarters. There are total of 69 divisions.

Each of division is headed by divisional railway manager, who reports to general manager . A DRM can be appointed from any services of Indian railway , Indian administrative services and Indian revenue service for tenure of 3 years but it can be excluded on recommendation of railway board. Divisional officers heading all departments viz; engineering , mechanical, electrical signal, and telecommunications, accounts, personnel, operating, commercial, safety , medical, security branches report to divisional divisional railway manager.

The DRM is assisted by one/ two additional divisional railway managers in the working of division.

My area/ universe will be north western railway comprising four zones; jodhpur, Jaipur , Ajmer , Bikaner. North western railway is one of the 16 railway an reorganized Jaipur and Ajmer divisions of erstwhile western railway. This zone came into existence on 1st October 2002.

There are various departments under divisional heads; eg; commercial, medical, personnel, electrical, mechanical and accounts departments. Accounts department is universe of my research study. Accounts department is headed by senior divisional accounts officer. The main purpose /role/function is financial management of division.

LEADERSHIP STYLE AND PERSONALITY TRAITS:

Today's organizations needs managers as well as leaders. Managers need to produce newline predictability and order they set operational goals and establish plans with timelines and newline allocate resources. They organize and staff and assign jobs to people, they monitor new line results and solve problems that arise . Newline leaders on other hand seek to produce organizational change. They envision the newline future . They inspire people to reach that vision . A strong management alone may result in new line bureaucracy without purpose while strong leadership alone can create change that is newline impractical. Modern organizations require leaders who are good managers and newline managers who are good leaders.

INTRODUCTION:

LEADERSHIP STYLES: CONCEPT, CONTEXT AND DEFINITION

Leadership has been a pivotal issue for mankind since the beginning of organized society. It would seem that there is an innate desire among human beings to be led; just as there is a strong drive in some people to lead (Manikutty

&Singh, 2010). Today, no less than in ancient times, the qualities to be found in the good leader as well as in the bad leader are the subject of intense debate (Cotterell, Lowe & Shaw, 2009). Even more, the effectiveness of leaders always remains a matter of acute interest especially in times of crisis and change. Additionally , the 21st century is also an era wherein the demands for leadership greatly exceeds the supply . Executive search firms are flourishing because of the demand for leadership talent (Charan, Drotter & noel, 2001).

Leadership researcher adopt various approaches to studying leadership. The approach selected depends on the variables emphasized in the particular study: the characteristics of leaders, the characteristics of the situation . Traits , confidence and optimism , skills and expertise are counted among the characteristics of both leaders and followers while the situation can be characterized by the type and size of the organizational unit, the position power and authority of the leader and task structure and complexity (Yukl, 2006;Hughes, Ginnet & Curphy, 2009).

Leadership researchers have defined leadership in many different ways and it is educative to note how each researcher emphasizes a different aspect of the

phenomenon of leadership. The process by which an agent induces a subordinate to behave in a desired manner(Bennis, 1959).*Directing and coordinating the work of group members(Fiedler, 1967).*An interpersonal relation in which others comply because they want to, not because they have to (Merton, 1957).*The process of influencing an organized group towards accomplishing its goals (Roach & Behling , 1984).*Actions that focus resources to create desirable opportunities (Campbell, 1991).*The leader"s job is to create conditions for the team to be effective (Ginnet, 1996).*

*The ends of leadership involve getting results through others, and the means of leadership involve the ability to build cohesive and goal – oriented teams . Good leaders are those who build teams to get results in a variety of situations (Hogan, Curphy & Hogan , 1994). *Leadership represent a complex form of social problem solving (Mumford 2000).*

Today's organization need managers as well as leaders. Managers seek to produce predictability and order . They set operational goals, establish plans with timelines and allocate resources . They organize , staff and assign jobs to people. They monitor results and solve problems that arise. Leaders on the other hand seek to produce

organizational change. They envision the future. They inspire people to reach that vision . Organisations are called upon to integrate management and leadership . A strong management alone may result in a bureaucracy without purpose while a strong leadership alone can create change that is impractical. Modern organizations require leaders who are good managers and managers who are good leaders.

PERSONALITY TRAITS : CONCEPT, CONTEXT AND DEFINITION :

While the task of leadership in the organizational context has been defined in the last section, the person who steps in to fulfil the role as leader is a real person who is not perfect and is subject to personal frailties and weaknesses. While the leaders strive to display virtues and character strengths in their behaviour , they are also challenged by their own personal vices and idiosyncrasies.

In this context it is useful to recall the words of Werner Heisenberg who said , "it is probably true quite generally that in the history of human thinking the most fruitful developments frequently occur at those points where two

different lines of thought meet…..then one may hope that new and interesting developments may follow."(Heisenberg, 1963). Therefore the interaction between the two schools of thought , the leaders are " born"school of thought should prove to be exciting and fruitful.

Psychologists try to understand the personal characteristics and attributes of individuals by advocating numerous theories which signify different perspectives of understanding human personality. Although useful insights about personality have been generated by these different schools of thought, and therefore each merits thorough investigation , by far most of the research focusing on the leadership success has been based on the trait approach . Not only does such research throw light on the everyday behaviour of leaders but also sheds light on how leaders behave in unfamiliar or ambiguous situations for the reason that traits play a particularly important role in determining such behaviour too (Hughes, Ginnet & Curphy, 2008.)

Another approach to understanding personality traits is derived from the analysis of language . The English language contains many thousands of words that can be used personal qualities Allport & Odbert (1936) found a

large number of personality adjectives in the English language and tried to reduce them to categories that represented a certain consistency of behaviour . The trait categories listed by Allport were further grouped , rated and then factor analysed by Cattell(1966) proposed that there were sixteen basic personality traits that can be captured in terms of simple dichotomies : outgoing – reserved, more-less intelligent , stable- emotional , assertive-humble, happy-go-lucky- sober, conscientious-expedient, venturesome – shy, tenderminded-tough minded, suspicious- trusting, imaginative-practical, shrewdforthright, apprehensive- passive, experimenting-conservative,self- sufficient group-tied, controlled- casual, tense-relaxed. A vast body literature in last 40 years has converged on the idea that the most common trait approaches to personality can be captured by five dimensions: Neuroticism, extraversion, openness to experience , conscientiousness and agreeableness. This Group of five personality traits has been named as the Big Five Factors of Personality.

An operational definition of a personality trait is a pervasive consistency of thought , feeling and behaviour that measures aspects of individual differences and is useful in understanding and predicting a wide variety of criteria like vocational interests , health and illness

behaviour, psychological well being and situational coping style as well as leadership behaviour (Costa &McCrae, 1992).

RESEARCH METHODOLOGY:

Both source of Information: Primary as well as secondary data sources will be used to generate evidence to supplement the research design.

PRIMARY SOURCE *of data would be collected from the respondents. The information will be taken through the personal visit in railway offices in some selected cities and with the help of observation, interview, and structured questionnaires including mail questionnaire.*

SECONDARY SOURCES *will comprise business magazines, corporate journals, pamphlets, company records, newspapers, press release, internet, periodicals, articles, television, and print media.*

SIGNIFICANCE OF PROPOSED STUDY:

The present study is related to the leadership style and of personality traits. It is applicable to see the present conditions of different types of leadership style and also applicable to improve their work culture. It is also suggesting basic needs and requirements.

The study will be based on full range leadership behaviour

and styles thereby helps to understand the excess of success of leader in task of leadership and also based on five factor model of personality to understand the concept of personality traits.

OBJECTIVES OF STUDY:

- *To assess the impact of leadership effectiveness on organizational performance.*
- *To study the strength and weaknesses of a leadership prevailing in organization.*
- *To investigate the casual impact of personality traits on leadership potential.*
- *To make suggestions based on present study so as to increase the overall performance.*
- *To study the relationship between personality traits and leadership styles relationship using the five factor model of personality traits and full range leadership styles.*

MAJOR HYPOTHESIS:

- *Coordinal relation exist between leaders and subordinates/ followers.*

- *Adequate method to find leaders potential is to study the relationship between personality traits and leadership styles.*
- *Develop team spirit among followers and leaders to increase overall efficiency of organization.*

AREA OF STUDY:

- *Ajmer*
- *Jaipur*
- *Bikaner*
- *Jodhpur*

SAMPLING PLAN:

UNIVERSE:

The universe for research study will be north western railway organization in which the leadership effectiveness and personality traits will be studied.

SAMPLE DESIGN

TARGET POPULATION:

Typically a population is defined in terms of elements, sampling units , extent, time.

ELEMENTS -The current leaders in organization and its subordinates/ followers.

SAMPLING UNITS- Concerned with individuals managers and subordinates reporting to them

EXTENT-The extent was railway organization.

TIME PERIOD- The study period will be last 5 years. Hence five financial year's data will be analyzed for this purpose.

REVIEW OF LITERATURE:

EARLY THEORIES:

Lewin, Lippit & White (1939) in a series of pioneering leadership studies outlined three basic leadership styles: the autocratic, the democratic, and the laissez faire styles. The autocratic and authoritarian leader was very directive and allowed no participation. This leader tended to give individual attention when praising or criticizing, but tried to be friendly or impersonal rather than openly hostile. The 13

democratic leader encouraged group discussion and decision making. This leader tried to be objective in giving praise or criticism and to be one with the group in spirit. The laissez-faire leader gave complete freedom to the group: this leader essentially provided no leadership. Luthans (2008, p.410) remarked that these studies were referred to as the Iowa Leadership Studies as Kurt Lewin, one of researchers was associated with the University of Iowa. The Iowa Leadership Studies represented the earliest attempt to empirically understand the range of leadership styles and pioneered the path for many other leadership researchers to follow. Stodgill (1963) lead a group of Ohio State University researchers to provide a theoretical framework and operationalization that has endured. This framework modelled two critical behavioural dimensions of leadership: first, initiating structure, whereby leaders defined and organised work roles and design as well as patterns of communication, and second, consideration, whereby leaders nurtured warm and friendly working relationships and cultivated mutual trust and respect. Leadership was assessed with a widely used scale called the Leader Behaviour Description Questionnaire (LBDQ). Stogdill (1974)

identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation but concluded that such a narrow characterization of leadership traits was insufficient. He stated that, "A person does not become a leader by virtue of the pos session of some combination of traits" (Stodgill, 1948, p.64). The attempts to isolate specific individual traits led to the conclusion that no single characteristic could distinguish leaders from non-leaders. Around the same time that the Ohio State Studies were being conducted, Katz & Kahn (1960) led a group of researchers from the Survey Research Centre at the University of Michigan and began their studies of leadership and attempted to identify behavioural elements that differentiated effective from ineffective leaders. They concluded that four categories of leadership behaviours lead to effective group performance: leader support, interaction facilitation, goal emphasis, and work facilitation. Both goal emphasis and work facilitation were job-production centred dimensions of behaviour similar to initiating structure of the Ohio studies. Goal emphasis behaviours were concerned with motivating the employee to accomplish the task at hand, and work

facilitation behaviours were concerned with clarifying roles, acquiring and allocating resources, and reconciling organizational conflicts. Leader support and interaction facilitation were employee centred dimensions similar to consideration of the Ohio studies. Leader support included behaviours where leader showed concern for subordinates; interaction facilitation included those behaviours where leaders acted to smooth over and minimize conflicts among followers. Bowers & Seashore (1966) of the University of Michigan like the researchers at Ohio State University developed a questionnaire, the Survey of Organizations, to assess the degree to which leaders exhibited these four dimensions of leadership behaviour. Blake & Mouton (1964) created The Leadership or Managerial Grid which was a conceptualisation of leadership based on the extension of the findings reported by University of Michigan and Ohio State University leadership researchers. This model profiled leader behaviour on two dimensions: concern for people and concern for production. Later, Blake & McCanse (1991) highlighted five combinations or styles of leadership viz., country club, impoverished, middle of the road, authority compliance, and team management styles

of leadership as the elements of the range of leadership styles in the leadership and managerial grid.

Full Range Leadership Theory:

Avolio & Bass (1991) proposed the full range leadership theory (FRLT). The constructs comprising the FRLT denoted three typologies of leadership behaviour: Transformational, Transactional and Non-Transactional laissez-faire which were represented by nine distinct factors. In the form enunciated then, the FRLT represented nine single order factors comprising of five transformational leadership factors, three transactional leadership factors, and one non-transactional laissez faire leadership factor. Bass (1999) and later Bass et al. (2003) slightly regrouped the same distinct nine factors into five Transformational Leadership factors, two Transactional Leadership factors and two Passive-Avoidant leadership factors. Transformational Leadership (TfL) style comprised of Idealised Influence-Attributed (IIA), Idealised Influence-Behaviour (IIB), Intellectual Stimulation (IS), Inspirational Motivation (IM), and Individualized Consideration (IC). Transactional Leadership (TcL)

style comprised of Contingent Reward (CR) and Management-by-Exception Active (MBEA). Finally, the Passive-Avoidant Leadership (PAL) style comprised of Management-by-Exception Passive (MBEP) and Laissez-faire (LF). Avolio, Bass & Walumba (2004), Yang (2008), D'Alessio (2008), Khan et al. (2011), Munaf (2011), and Bass & Avolio (2011) had used the revised grouping as the basis of their research.

Transformational Leadership:

The concept of Transformational Leadership was developed from research on political leaders. Burns (1978) in his seminal book "Leadership" described Transformational Leadership as a process "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality." Burns (1978) noted that the result of Transformational Leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspirations of both leader and the led and therefore has a transforming effect on both.

Bass (1985, 1990), his colleague Avolio (1999) independently and together (Bass & Avolio, 1993, 1994) refined and expanded the model suggested by

Burns (1978). Bass (1985) conceptualised Transformational Leadership as having four dimensions: Idealised Influence by providing vision and sense of mission, instilling pride, gaining respect and trust, and serving as charismatic role model; Inspirational Motivation by communicating high expectations, using symbols to focus efforts and expressing important purposes in simple ways; Intellectual Stimulation by stimulating follower creativity by questioning assumptions and challenging status quo; and Individualized Consideration by giving personal attention, treating each employee individually, coaching and advising.

Bass (1985, 1990) and Bass & Avolio (1993) elaborated the full range of f leadership model with the addition of factors for Transactional Leadership (Contingent Reward and Management-by-Exception) and Laissez-faire Leadership. Along with Transformational Leadership factors, the Transactional, and Laissez- faire factors constituted the full range of the leadership model.

Bass (1985) also developed a questionnaire known as the Multifactor Leadership Questionnaire (MLQ) to measure the full range leadership factors. Bass &

Avolio (1996), and Tejeda, Scandura & Pillai (2001) conducted studies and validated the MLQ in terms of the evidence favouring the construct and the predictive validity of the model. Later Antonakis, Avolio & Sivasubramanium (2003) found the measurement model of MLQ stable and invariant.

In the many years since the Transformational Leadership theory was formulated many interesting studies have been conducted which have validated the robustness and universality of the model. Hartog et al. (1999) studied the cross cultural generalizability of the Transformational Leadership theory and found that specific aspects of the theory are strongly and universally endorsed across cultures. Hunt (1999) reviewed the evolution of the Transformational Leadership theory and concluded that the theory rejuvenated the field of leadership by creating a paradigm shift and attracting new scholars.

Bass & Steidlmeir (1999) discussed and refined the concept of Authentic Transformational Leadership in response to the morality of Transformational Leadership being questioned sharply by libertarians, grass-root theorists and organisation development consultants. Burns (1978) discussed leadership as

transforming and transformational. Both the leader and the led are transformed and altered in performance and outlook. However, Bass & Steidlmeir (1999) felt that it was the presence or absence of the moral foundation of the leader as a moral agent that distinguished Authentic Transformational Leadership from PseudoTransformational Leadership. Howell & Avolio (1992) felt that only socialized leaders (and not personalized) concerned about the common good could be truly transformational leaders.

Transactional Leadership:

Bass (1985) defined Transactional Leadership (TcL) behaviours as those that were aimed at monitoring and controlling employees through rational and economic means. Antonakis, Avolio & Sivasubramanium (2003) were of the opinion that Transactional Leadership behaviours represented an exchange process based on fulfilment of contractual obligations and were typically represented as setting objectives and monitoring and controlling outcomes. Later, Bass (1999) elaborated that Transactional Leadership also referred to the exchange relationship between the leader and follower to meet their own self-interests and identified that Transactional

Leadership comprises of the following two factors.

Contingent Reward:

Contingent Reward (CR) leadership referred to leadership behaviours focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfilment of contractual obligations.

Management-by-Exception Active:

Management-by-Exception Active (MBEA) referred to the active vigilance of a leader to ensure that standards were met. The focus was on setting standards and monitoring deviations from standards.

Passive-Avoidant Leadership:

Sosik and Jung (2010, p.265) stated that the Passive-Avoidant style of leadership was an inactive form of leadership: it did not respond to situations and problems systematically. In demonstrating this style of leadership, a leader passively monitored and controlled the followers' performance and enforced

corrective action when necessary. The leader also let things settle naturally and took a passive approach to leading by avoiding unnecessary change. The Passive -Avoidant Leadership (PAL) style comprised of the following two factors:

Management-by-Exception Passive:

Management-by-Exception Passive (MBEP) referred to passive corrective transactions where leaders only intervened after non-compliance had occurred or when mistakes had already been committed.

Laissez-faire:

Laissez-faire (LF) represented an absence of transaction of sorts with respect to the leadership in which the leaders avoided making decisions, abdicated responsibility, and did not use authority. It is considered active to the extent that a leader chooses to avoid taking action.

FIVE FACTOR MODEL OF PERSONALITY:

Tupes & Christal (1961) are credited with discovering the "Big Five". McCrae & John (1992) codified the five factor model of personality as a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

Judge & Bono (2000) and Saroglou & Munoz-Garcia, (2008) opined that the big five traits were broad constructs of personality which manifested in more specific facets. Costa & McCrae (1992) elaborately explained each domain or factor.

1. *Extraversion represented the tendency to be warm, gregarious assertive, active, excitement seeking and pre-disposition to experience positive emotions.*
2. *Agreeableness represented tendencies to be trustworthy, straight forward, altruistic, compliant, modest and tender minded.*
3. *Conscientiousness represented competence, order, dutifulness, achievement striving, self- discipline and deliberation.*
4. *Emotional Adjustment/Stability was often labeled by its opposite neuroticism which was represented by*

anxiety , hostility, depression ,self consciousness, impulsiveness and vulnerability.

5. *Openness to Experience represented the tendency to fantasize , feel aesthetic, have feelings, take actions, and have ideas and values.*

SAMPLING TECHNIQUE:

100 respondents were invited to participate in research to gather feedback.

Based on same, final adjustments will be made before the survey is carried out.

RESEARCH INSTRUMENT:

The research instrument will include two separate questionnaires for two categories of respondents- managers and their subordinates. Both self-rating and observer techniques will be used. Rating scale will be used to measure the opinions of respondents, the structured questionnairies will include both open ended and close ended questions.

These instruments provide reliability , validity and are statistical criteria whether research provides a good measure.

Reliability test-how consistently an instrument measures that concept.

Validity test- how well an instrument measures the particular concept, it is supposed to measure.

METHOD OF CONTACT:

The respondents will be personally interviewed by the researcher or through mailed questionnaire.

STATISTICAL TOOLS:

Arithmetic mean for calculating values for the purpose of evaluation. T-test ,chi-square test, spss, etc for analysis and interpretation.

CHAPTERISATION:

CHAPTER-1

INTRODUCTION

- *Brief introduction to Indian railways.*
- *Concept and meaning of leadership styles.*
- *Concept and meaning of personality traits.*

CHAPTER-2

RESEARCH METHODOLOGY

- *Importance of proposed study.*
- *Research objectives.*
- *Area of study.*
- *Major Hypothesis.*
- *Sources of information.*
- *Statistical tools and software.*

CHAPTER-3

REVIEW OF LITERATURE.

- *Early theories of leadership styles.*
- *Full range leadership theory.*
- *Big five – factor model of personality.*

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

- *Application of statistical tools*
- *Research instrument*

CHAPTER-5

Findings ,conclusions and suggestions.

REFERENCES AND BIBLIOGRAPHY

- *Annexures.*

REFERENCES & BIBLIOGRAPHY

- *“About Indian Railways-Evolution”. Ministry of Railways website.*
- *“R.P. Saxena, Indian Railway History Timeline”. Irse.bravehost.com. Retrieved 2012-12-15.*
- *Shyam Rungta (1970). The Rise of Business Corporations in India, 1851–1900. Cambridge U.P. p. 17. ISBN 978-0-521-07354-7. British investment in Indian railway reaches £100m by 1875.*
- *“History of Indian Railways”. Irfca.org. Retrieved 2012-.*
- *Sandes, Lt Col E.W.C. (1935). The Military Engineer in India, Vol II. Chatham: The Institution of Royal Engineers.*
- *http://www.indianrail.gov.in/ir_zones.pdf .*

- *Singh, Vijay Pratap (27 February 2010). "SMS complaint system: A Northern Railway brainwave spreads". Indian Express. Retrieved 2012-01-19.*
- *Indian Railways Facts and Figures (2011–2012). Ministry of Railways, Government of India. 2012. p. personnel. Retrieved 21 July 2013.*
- *"Zones and their Divisions in Indian Railways" (PDF). Indian Railways. Retrieved 26 August 2011.*
- *"Indian Railways".*

- *"Railway Board Directorates". INDIAN RAILWAY ESTABLISHMENT CODE. Indian Railways.*
- *"Indian Railways level which constitutes the Governing Council of Association". irts.org.in.*
- *"Indian Railways Establishment Manual". rrcb.gov.in.*
- *"administerative control of the railways". indianrailways.*
- *"set up as a registered society to design and implement various railway computerization projects.". CENTRE FOR RAILWAY INFORMATION SYSTEMS.*
- *Compiled and edited by Research, Reference and Training Division. (2011). India Yearbook 2011.*

Publications Division, Ministry of Information & Broadcasting, Govt. of India. Table 19.1. ISBN 978-81-230-1674-0.

- *“India approves new railway link with Bangladesh”. TwoCircles.net. Retrieved 2012-12-15.*
- *“Rail link from Manipur to Vietnam on cards: Tharoor”. The Times of India (India). 9 April 2010.*
- *“Neighbours to the west get closer | Bangkok Post: news”. Bangkok Post. 28 February 2012. Retrieved 2012 -12-15.*
- *Ministry of Railways (Railway Board)*
- *“Ministry of Railways (Railway Board)". Indianrailways.gov.in. Retrieved 2014-04-27.*
- *“Indian Railways, Lifeline to the nation… – SouLSteer Magazine”. SouLSteer.com. 16 April 2013. Retrieved 2013-04-16.*
- *Fromm E, (1973). The Crornp Hvrnan Dcsrrucrhmess. Holt. Rinchan and Winston. New York.*
- *Murray, H.A. (1973). —Toward a Classification of Interactions‖. In T. Parsons & E.A. Shils (Eds). Toward a General Theory of Action. Harvard University Press. 434-464.*

- *Guilford, J. P. (1959). Personality. New York: McGraw-Hill.*
- *Cartwright, D.S. (1979). Theories and Models of Personality. W.C: Brown Company.*
- *Freud, S. (1933). New Introductory Lectures on Psychoanalysis. Penguin Freud Library.105–6*
- *Shaffer, F. (1999). The Psychology of Adjustment. Boston: Houghton Miffin Company*
- *Allport, G. (1937). Personality: A psychological interpretation. New York: Henry Holt.*
- *Ibid.*
- *Mussen, P.H. Conger,J.J.; & Kagan, J. (1974). Child development and Personality. New York : Harper & Row.*
- *Ibid.*
- *Eysenck, H.J. (1967). The Biological Basis of Personality. Springfield, IL: Charles C Thomas Publisher.*
- *Freud, S. (1955). —The Metapsychology of Instincts, Repression and Unconscious, in collected papers of Sigmund Freud‖ (ed,) Drnest Jones, New York: American Library.*
- *Erikson, E. H. (1980). Identity and the lift cycle. New*

York: Norton.

- *Cattell, R.B. (1945). —The description of Personality. III: Principles and Findings in a factor analysis‖. American Journal of Psychology. 58, 69-90.*
- *Cattell, R.B. (1946). Description and measurement of Personality. Yonkers-on Hudson. New York: World Book.*
- *Balch, R., (1977). —The police personality: Fact or fiction‖. In D.B. Kennedy (Ed.). The dysfunctional alliance: Emotion and Reason in Justice Administration. Cincinnati, OH: Anderson Publishing Company. 10-25. Chapter- 5 Personality 139*
- *Skolnick, J., (1977). —A Sketch of the Policeman's Working Personality.‖ In D.B.Kennedy (Ed.). The Dysfunctional Alliance: Emotion and Reason in Justice Administration. Cincinnati, OH: Anderson Publishing Company.*
- *Adegbile, J.A. and Adeyemi B.A. (2008) Enhancing Quality Assurance through Teacher's Effectiveness. Educational Research and Review, 3 (2), 061- 065. Adeyinka Tella, C.O.*
- *Ayeni, S.O. Popoola (2007) Work Motivation, Job Satisfaction, and Organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo*

State, Nigeria Library Philosophy and Practice.

- *Agarwal, S. (1988) Teacher Effectiveness of Female Teachers .Fifth survey of Educational Reserch.2, National Council of Educational Research and Training, New Delhi.*
- *Agarwal,V.(1983) A Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals, Unpublished Doctoral Dissertation of Ph. D. Education, Meerut University, Meerut.*
- *Aggarwal, M.C.(1991) Job satisfaction of Teachers in Relation to some demographic Variables and Values, Unpublished Doctoral Dissertation of Ph. D. Education, Agra University. Agra.*
- *Allport, G.W (1966) Traits Revisited, American Psychologist, 21, 1-10.*
- *American Heritage Dictionary (2006) English Language, Fourth Edition published by Houghton Miffin Company.America.*
- *Anand ,Saroj (2006) Burn-Out among Teachers, Anwekshika Journal of teachers Education, 3, 2.*
- *Anand S.P. (1972) A Study of Teacher Pupil relationship*

in Higher Secondary School in Delhi, Doctoral Dissertation Education, Delhi University.

- *Andersen, J.F. (1979) Teacher Immediacy as a Predictor of Teaching Effectiveness. Communication Yearbook 3. International Communication Association, Sage Publication, 543-559.*

- *Albrecht, K. 1980.* Brain Power: Learning to Improve *Your Thinking Skills. New York: Simon and Schuster.*
- *Bass, B. M. 1985. Leadership and performance beyond expectation. New York: Free Press.*
- *Becker, H.S., and B. Geer. Latent culture. Administrative Science Quarterly 5: 303-313.*
- *Bennis, Warren. 1989. On Becoming a Leader. Reading, MA: Addison-Wesley Publishing Co., Inc.*
- *Broadbent, D. E. 1977. Levels, hierarchies, and the locus of control. Quarterly Journal of Experimental Psychology 29: 181-201.*
- *Brown, L.D. 1983 Managing Conflict at Organizational Interfaces. Reading: Addison-Wesley.*
- *Brusilov, A. A. 1931. A Soldier's Notebook: 1914-1918. Westport: Greenwood Press, Publishers.*
- *Caminiti, S. 1995. What team leaders need to know. Fortune, Feb 20: 94, 100.*
- *Chaloupka, Mel G. 1987. Ethical responses: how to influence one's organization. Naval War College Review (Winter): 80-90.*
- *Chandler, Clay. 1997. Washingt Post, March 28: A 27.*
- *Campbell, P.B. and Wahl, E. (1998) What's Sex to do*

With It? Simplistic Questions, Complex Answers, American of University W omen Educational Foundation.

- *Conley, S. Bachaach, S., and Bauer, S. (1989) The Schoolwork Environment and Teacher Dissatisfaction. Educational Administration Quarterly, 25, 58- 81.*
- *Cooper, H. M. (1988) 'The Structure of Knowledge Synthesis'. Knowledge in Society,1, 104-126.*
- *Cotton, K. (1995) Effective schooling practices: A research synthesis, Portland, Northwest Regional Educational Laboratory.*
- *Cronbach, L.J. (1984) Essentials of Psychological Testing, 4th edition, New York: Harper Row. Crow, L.D. and Crow. A (1951) Mental Hygiene, New York(US), McGraw Hill Book Company.*
- *Cutts Norman, E and Mosely, N (1941) Practical Hygiene, New York (US),Mc Graw Hill Book Company.*
- *Dakshinamurthy, K. (2010) An Interaction Effect of Teacher's Teaching Effectiveness, Teachers' Personality and Teachers' Attitude on Academic Achievement in Social Science among Students Studying in Secondary Schools.*
- *Edutracks, 9, 9. Das, Lakshahira and Panda, B.B.(1995) Job Satisfaction of College and Higher Secondary Teachers in terms of their Gender and Work Experience. Sixth Survey of Educational Research 1993-2000. New Delhi, National Council of Education Research and Training.*
- *Dass, P.(1995) A Study of Teacher Effectiveness In Relation to Intelligence, Emotional Maturity, Self-Concept and Attitude towards Teaching Profession.*

Unpublished Dissertation of Ph.D. Panjab University, Chandigarh .

- *Davidoff, L.L. (1976) Summary: The Achievement Motivation. New York(US)*
- *: McGraw-Hill Book Company.*
- *Goldenberg, C. (2001) Making schools work for low-income families in the 21st century. In S. B. Neuman & Dickenson,D. K. (Eds.), Handbook of literacy Research (pp. 211-231).*
- *Hogan, R. (1996) A Socio Analytic Perspective on the Five-Factor Model. In J. S. Wiggins (Ed.), the five factor model of personality: Theoretical perspectives. New York: Guilford press. Holt, R.R. (1971) Assessing Personality. New York: Harcourt.*
- *Hoppock (1967) Job Satisfaction. New York: Harper&Bros.127.*
- *Judge, T.A., Heller, D. and Mount, M.K.(2002) Five Factor Model of Personality and Job Satisfaction: A Meta-Analysis. Journal of Applied psychology. 87, 3, 530-541. Jung, C.G. (1971) Psychological Types. New Jersey: University Press.*
- *Luthans, Fred (1995) Organizational Behaviour, New York (US),Mc Graw Hill book Company .*
- *McCrae, R.R. and Costa, P.T.; J. (1987) Validation of the*

five-factor model of personality across instruments and observers. Journal of Personality and Social Psychology 52, 1, 81–90.

- *Mo,Kim-Wan (1991)Teacher Burnout: Relations with Stress, Personality, and Social Support. CUHK Education Journal , 19,l ,pp. 3-11.Hongkong.*
- *Moynihan, L.M. and Peterson, R.S. (2001) Contingent Configuration Approach to Understanding the Role of Personality in Organizational Groups, organizational Research, 23, 327-78.*
- *Sowmyah and Ningamma (2010) Emotional Intelligence in Relation to Personality. Psycho-Lingua, 40 (1&2).*
- *Suvermena, Psihologija (2004) Personality Factors and Teacher Attitude in Relation to their Evaluation Methods, Lipanj 7, 1. Suydam, M. (1983) Teaching effectiveness. Arithmetic Teacher, 31(2), 3.*
- *Sylvester J.M (2010) Attitude towards Teaching profession and job Satisfaction of Teacher Educators. Edutracks, 9, 8.*
- *Taylor, Pearson and Walpole (2002) Teachers Effectiveness, Learning Points Association Pathways Home, North Central Regional Educational Laboratory, info @ ncrel.org.*

- *Taylor, R. (1999) Current, best instructional strategies for your gifted and highly capable students. Bellevue, WA: Bureau of Education and Research.*
- *Taylor, S.E., and Brown, J.D. (1988) Illusion and Wellbeing: A Social Psychological Prospective on Mental Health. Psychological bulletin, 103, 193-210*
- *Walter ,Mischel (1999) Introduction to Personality, Sixth Edition, Fort Worth, Texas: Harcourt-Brace.*
- *Yarriswamy, M.C. (2007) Individual Need Strength, Locus of Control, Job Involvement and Burnout of Teacher-Educators of Teacher-Training Institutes in the State of Karnataka in Relation to their Job Satisfaction. Unpublished Doctoral Dis sertation of Ph.D. Education, Kuvemp University.*
- *Yong, Jiang (2005) The Influencing and Effective Model of Early Childhood Teachers' Job Satisfaction in China. US-China Education Review, 2, 11.*
- *Young, M. (1990) Characteristics of High Potential and At-Risk Teachers. Action in Teacher Education . 11(4), 35-39.*

S